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ABSTRACT

A discussion of the development of an early childhood education program in American Samoa focuses first on the creation of a televised series. The show, directed to children under six, deals with familiar Samoan village life and includes original songs, rhymes, and stories. At the same time, the concept of learning centers in each community is explored, utilizing and training parents as teachers. Teacher education training sessions are described with attention to the demonstration method, preceded and followed by discussion. Also considered are the facilities (usually the home of a teacher), instructional materials, and daily activities. The growth of the early childhood centers is noted to be from none to 135 in two years; planned growth and additional needs are depicted. (RJ)

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GOVERNMENT OF AMERICAN SAMOA
DEPARTMENT OF EDUCATION
EARLY CHILDHOOD DIVISION

EARLY CHILDHOOD EDUCATION IN AMERICAN SAMOA

REPORT FOR YEARS 1969 AND 1970

THE INITIATION AND DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR THREE, FOUR AND FIVE-YEAR-OLD CHILDREN AND THEIR PARENTS

Submitted by: Betty Johnston and Iutita Savali

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INTRODUCTION

The education of three, four and five-year-old children in village early childhood centers and the training of parents as their teachers is a unique and recent development in American Samoa and has grown from only a dream in January 1969 to the December 1970 reality of over 3000 children in 135 centers located in all of the villages on the Islands of American Samoa - Tutuila, Ofu, Olosega, Tau and Aunuu.

That attention should be paid to young children and their parents is in line with present knowledge of human development and the learning process, as well as the April 1970 request from the Office of the President of the United States urging that new approaches be found to work with parents in their homes, in order to better assist all children in their first five years. It is during this period that a child's development is most subject to modification; his feelings and attitudes are formed; his language and ways of communicating are developed; and his habits and ways of behaving and coping with life are learned. There is well documented evidence that early environment and experience do indeed effect emotional, social and physical growth and well-being and are most critical to language and intellectual development.

Benjamin Bloom's (1) classical summarization of over a thousand studies notes that between birth and four years of age nearly 50% of all growth in human intelligence takes place, with up to 30% in the next three or four years and concludes that one would expect variations in the environment to have a marked effect before the age of eight, with the greatest likely to take place between the age of one and five. Mc Vicker Hunt (2), assessing the relationship between early experience and intelligence, emphasizes the importance of reaching children early for it is at this period that they acquire the abilities on which later abilities are based. Urie Bronfenbrenner (3) stresses that the most potent forces fostering the development of the child are

the persons with whom he has developed intensive and enduring emotional relationships - namely his parents, relatives and other persons with whom he becomes closely involved on a one-to-one, day-to-day basis and that enduring improvement in the child's development can be effected only through appreciable and enduring change in the behavior of the persons intimately associated with him. He urges parent involvement not only in the home, but at children's centers and schools as well. Charles Silberman (4), discussing the relationship between active involvement and learning, emphasizes the power of play and how through it young children begin to discriminate, to make judgments, to gradually develop concepts of causal relationships and to begin to reconcile their inner lives with external reality - particulary when sensitive adults are nearby to maximize the occasion by response or intervention with appropriate "feedback" of language, gesture, or materials.

If what has happened to a child in his early years has set a pattern as well as a capacity for future learning, then it is upon this that all later learning builds. If the experiences have been marginal or damaging, one is confronted with a continuing remedial task. To be able to kindle a delight in learning during children's most formative years is a challenge and an accomplishment that could return more knowledge for less dollars than at any subsequent age level.

GOALS AND RATIONALE FOR EARLY CHILDHOOD PROGRAM

What happens in an educational environment is the curriculum and it may be prescribed, emergent, or accidental and unidentified. A suitable curriculum for early childhood should not be rigid, or tightly prescribed by workbook, textbook, kit, or program guide; however, it cannot afford to be hit or miss, or unplanned - for the grouping of children in an uncontrolled environment, without teacher guidance and planning, is no assurance of reaching any of the educational goals sought.

The broad goals of the Early Childhood program are to promote as far as possible the physical, mental, emotional and social well-being of all the children under six. This requires the cooperative effort of teachers, village personnel and all related community agencies, public health in particular. The more specific goals of the Village Early Childhood Centers are to help each child grow in:

- personal autonomy
- confidence in the self and the ability to learn
- language and concept development
- gradual symbolization of experience

- creative thinking, decision making and problem finding/solving

In order to achieve those goals these conditions should prevail:

- a friendly, supportive teacher
- a classroom climate, free from fear, and conducive to positive social and emotional growth
- a regular pattern of daily program - stories, songs, activities, to build security and timing, but flexible enough for change when necessary
- learning centers, carefully planned, with materials available to children with a minimum of teacher direction
- enough space and time to move around, explore, try-out, discover, create
- a variety of materials and equipment for sensory experiences, motor manipulation and aesthetic enjoyment, requiring a minimum of adult assistance
- easy verbal interaction between children and between teacher and child, or children
- introduction of new materials to meet growing needs of child
- short directed activities planned by the teacher for specific learning purposes for one or a few children

There would be particular emphasis upon:

- the development of oral/aural language in the language of the country
- the use of language in functional, natural conversation and discussion as children and teacher interact with the environment and with each other
- the opportunity to reproduce and talk about what has been experienced in a variety of ways: block building, drawing, sculpturing, doll play, dancing, telling stories
- concrete, problem finding/solving experience to further sensory perception and development of concepts - number, measurement, spacial relationships, classification, order etc.

In summary, the program is built on the rationale that the most effective learning is that which proceeds on the basis of the child's own motivation and personal involvement; and the effective teacher is the one who provides the child with choices; enables him to consolidate his learning at his own rate and in his own style through play and exploration of materials and ideas. The teacher plans the environment for learning and acts as a catalyst, facilitator and resource person to extend the child's learning in a "caring" and encouraging manner.

BACKGROUND

In late November 1967, in response to reports of elementary school principals that children entering First Level were limited in their use of Samoan language, the Department of Education employed a stateside early childhood specialist with particular knowledge of children's language development to investigate and suggest a possible course of action. The need for a Samoan advisor was clear to the investigator and by good fortune a Samoan curriculum specialist with a college degree in early childhood education was discovered. She joined the staff in December 1967 and since then the two have worked closely together on all program plans and evaluations. A report was prepared suggesting various combinations of program designs, with each analyzed as to feasibility in light of relevant information gathered on child population; number, location and accessibility of villages; and professional personnel and education facilities.

The Director of Education chose to develop part of one plan - a brief educational program directed to the five-year-olds and to begin with a four-week orientation for the children just before entrance to First Level. (Children of American Samoa enter First Level of the Consolidated Elementary Schools in September, if six years of age by December 31.) The curriculum design, content and learning materials appropriate to Samoan children were planned and implemented; a Samoan teacher selected and trained for a projected fifteen-minute televised component to introduce the children to television, since it was the vehicle of teaching at First Level; a four-week pilot study held in May to test the program and materials with five-year-olds; a five-week education workshop in June and July for 111 Samoan assistant principals and teachers - directed observation of a master teacher, Iutita Savali, working with five-year-olds; and in August all of the children who would enter the First Level of the Consolidated Elementary Schools in September attended a four-week activity-centered, language-eliciting program in the schools they would attend.

Classroom desks were removed, or stacked to one side, permitting the arrangement of inviting learning centers that drew the children to self-selected activities of investigation and discovery, with the teacher, a catalyst-facilitator, freed to interact with children individually, or in groups. The children, teachers and parents responded enthusiastically to the program which did indeed elicit oral language, as well as good feelings about the self, zest for learning and going to school. Two statements, one by a bus deiver and one by teacher are revealing. The bus driver took the trouble to go into the Principal's office to ask what was happening, saying, "... all

the years before, when I took little children to school, they cried and didn't want to leave home, but now they don't cry at all and cannot wait to get to school." And the teacher, "I used to get mad and hit the children, but now I try to understand why they act like they do and I'm not mad any more and I don't hit. I'm glad."

However, some questions were raised by elementary administrators as to how children and teachers would adapt to the tightly television-structured curriculum of the elementary school, beginning at First Level, after experiencing a lively activity-centered program. This, coupled with a severe curtailment of the budget for both personnel and building construction stopped plans for a full year program for the five-year-olds and left only another short orientation period for the following August 1969. Realizing that this span of time was too short and with no prospect of lengthening it, coupled with the fact that age five is too late to begin a program of child development for modification, new approaches to reaching the young children were studied.

Two new, but complementary programs emerged - one to place the three, four and five-year-old children in early childhood centers located in their own villages employing village men or women as teachers, after initial and then continuing training; the other, to make use of the existing educational television facilities to develop a televised program to be directed to the young children and their parents in their homes. Since television had been used as a small component of the Early Childhood summer program for five-year-olds in 1968, and, since major teacher education, as well as the making and assembling of learning materials, would need to precede any opening of village centers, it seemed expedient to shape the televised program first as a means of reaching a large number of children quickly. A description of the two programs follows.

THE TELEVISED PROGRAM

The televised program, Talofa Tamaiti (Hello Children), directed to the children below six, was inaugurated on January 2, 1969 and since that date has been viewed twice daily, morning and evening, on the two major channels in American Samoa. The program is taped by Toeaso Faatili, a native Samoan, who uses clearly enunciated Samoan speech. The content deals with familiar Samoan village life - people, animals, plants, activities - through which the children can relate their own experiences and grow in understanding and language power. The setting for Talofa Tamaiti is a Samoan "fale" (home) with a back drop of posts, woven "pola" (blinds) and mats and the

"Mother-Teacher" is identified by the children as a warm smiling family member. All the songs, rhymes and stories are written and composed, as there have been almost none for young Samoan children - to date 50 songs, 30 rhymes and innumerable stories. The songs are now heard being sung by both children and adults on all the Islands of American Samoa - Tutuila, Ofu, Olosega, Tau and Aunuu - as well as in Western Samoa. Toeaso has become a well-loved personality - little children walk up to touch her to see if she is real. This program has been successful as observed by the kinds of responses it has elicited from both children and adults and will be continued in 1971. A radio version of Talofa Tamaiti, for songs, stories and rhymes, will be added.

VILLAGE EARLY CHILDHOOD CENTERS

After launching the Talofa Tamaiti program, plans were immediately started to develop village centers for three, four and five-year-old children. The community was involved from the beginning, and the people of American Samoa were asked if they wished to have children's learning centers in their villages. This was done early in January over television and radio on a "Report to the People" by the Samoan and stateside administrators of the Early Childhood program in conjunction with Samoan District Governors, High Chiefs and the Department of Education Samoan advisor. The program envisioned for the children was described and the announcement made that mothers and fathers would be trained, then employed as teachers and the village would be asked to contribute the use of a "fale" (home) for three hours on each weekday morning as the center for the children. Budget funds would permit beginning with only 40 groups on Tutuila, however, if successful and money were available, the program would be expanded to include the outer islands, as well as more villages on Tutuila. If these plans interested the people they were to come to the Early Childhood office to apply for teacher training. Over 200 applicants came, even some over 85 miles of rough sea. That they were interested was evident. The rationale for locating the early childhood centers in the villages and the selection of village mothers and fathers as teachers follows.

Location of Early Childhood Centers in Villages. Several factors entered into the decision to place the children's centers in the villages. It is often desirable to have schools for young children within walking distance of their homes, but in American Samoa it is almost imperative, for not only is transportation limited, but many villages are extremely isolated. Out of a total 66 villages on the Islands of Tutuila, Aunuu, Ofu, Olosega and Tau, 53 lie along the fringes between sea and mountain, twelve are more or less inland and one is on a mountain top.

Even small villages only a few hundred feet apart can be completely separated by pounding surf on steep, jagged cliffs. While fifty of the villages are "fairly" accessible by car or jeep, sixteen can be reached only by boat or trail. Public transportation is meager, unscheduled, or non-existent.

Secondly, the location gives high visability of the program to the total village, not only because of the open architecture of a "fale", but because parents, grandparents and others often walk to school with the children, carrying one or two younger children. They are invited to stay to watch, and do, sitting around the perimeter, holding the young ones on their laps - so not only the adults observe, but the infants and one and two-year-olds enjoy stimulating auditory and visual experiences. The teacher's influence becomes an ever-expanding circle - from the children and parents at the center to village as a whole.

The donation of the use of a village "fale" for the children's center not only gives tangible evidence of interest, cooperation and participation, but in fact makes the program possible, as there are no funds for structures, set at a conservative estimate of over a million dollars.

Teaching Personnel. The training of village mothers and fathers to be the teachers in the early childhood centers was advisable on several counts. In the first place, there simply were no professional personnel available - even in elementary schools many teachers were still working toward their high school equivalency diploma. Secondly, and even more important, these persons were village parents, so the training could serve a double purpose - knowledge about young children and how they grow and learn, which could be used not only with children in the village centers, but in their homes as well - with carry-over of ideas reaching downward to the two-year-olds, one-year-olds and infants. Recent research reports that young children who make the most gains are those whose parents are intensely involved in meaningful interaction with them - both in school and at home.

Criteria for Selection of Candidates. Qualities of humaneness, personality and behavior should be of high priority in the selection of teaching personnel for any age level, but are of top priority for those in contact with young children. The criteria for the selection of candidates for teachers of the Village Early Childhood Centers were: warmth of personality; clearly enunciated Samoan speech; desire to learn; interaction with children; respect of their village; and good health (medical clearance).

Description of the Teacher Education Program. Over the two year period covered by this report, which marks the beginning of the plan to place three, four and five-year-old children in village centers, three separate early childhood teacher education training sessions have been held for a total of 375 village men and women. The first, for sixteen weeks from March through July, 1969 for 100 men and women, from whom 40 were selected as teachers for the opening of 40 Village Early Childhood Centers; the second, ten weeks from January through March, 1970 for another 100 for a selection of 45 teachers for 45 more Centers; and the third for ten weeks, October through December 1970 for 175. The large group of trainees for the last period reflected the budgetary possibility of adding teacher-aides to the centers, in addition to 50 new teachers for 50 new centers to open January 4, 1971. Many of the second and most of third group had the advantage of observing and/or assisting in the on-going centers. It might be well to note here why the number of trainees in each session has exceeded the number of centers to be opened. This was purposely done, to allow for better selection of teachers and to permit some substitutes, as maternity leave is frequent, as well as "malagas" (trips) to Hawaii, or the United States.

In addition to the pre-service program listed above, all of the village early childhood teachers attended a two-week training period prior to opening of the village centers in September 1970. During the school year, three-hour in-service meetings are held bi-weekly for all teachers and individual conferences the same day a supervisor visits the center. Teacher education, therefore, is continuing and on-going.

The training program has been designed to meet the specific needs of both the Samoan trainees and the children they expect to teach. The content, drawn from current findings in the field of human development, includes attention to maturity and behavioral characteristics of children and the conditions believed to augment feelings of self-worth and autonomy; language and concept development and progressive symbolization of experience. In addition, attention is directed to the coherence and integration of the discrete subject areas of science, mathematics, social studies and language arts in the self-selected activities planned for the children.

All the training is directly and practically related to actual village teaching. No materials or equipment are used that cannot be replicated or provided for in all centers. For example, tables and chairs are not used, as they are rarely used in the Samoan "fale". Woven mats are placed on the floor to sit upon and most work is done in this position. This becomes a "built-in" advantage, for eye-level talking-with children. Plants, seeds, flowers, feathers, shells, rocks, etc. are used

for sensory experiences of many kinds. Much attention is given to developing imagination and resourcefulness on the part of the teacher in the use of indigenous materials for children's learning - making balls from coconut fronds, musical instruments from coconut shells, ulas (stringing necklaces) from shells, seeds; using leaves, flowers, shells, etc. for discrimination of shape, size, color.

The major vehicle for teacher training is demonstration teaching, preceded and followed by discussion. The Samoan trainees could not profit from a lecture-type course, even if it were in the Samoan language, as there would be little understanding of abstract ideas presented. This was found to be equally true of the 111 Samoan elementary teachers and principals in the five-week workshop in 1968.

The training is conducted in several ways:

- observation of master teaching of a beginning group of young children, similar in composition and setting to a village group, over a period of several weeks, with trainees acting as assistants after initial weeks of observation. Discussion preceding and following all demonstration teaching.
- observation of village teachers is actual village centers (Following opening of initial 40 groups)
- observation and discussion of prepared television tapes.
- assisting village early childhood teachers in village centers
- workshops for making learning materials - dolls and manipulative toys and "games" for sensory perception and motor coordination; composing and telling stories; singing the Talofa Tanaiti songs and rhymes; practising manuscript writing; keeping of records - attendance anecdotal, etc.

Physical Description of the Village Early Childhood Center. The Village Early Childhood Centers are located in "fales" provided by the villagers. For the most part these are the homes of the teachers and run the gamut of local architecture. One of the most pleasant is the typical Samoan "fale", an open structure with a thatched roof supported by round posts and well adapted to a warm humid climate, allowing all the breezes to blow through. Other homes may have supporting walls, with open space for windows, while a few look like conventional stateside cottages - some large, some small. However, the inside space for the children is better than one would find stateside, for there is no clutter of furniture and paraphernalia. A large woven mat covers the wooden, or white coral floor - sometimes there is a table, or chest to one side, sometimes not. That the space is clean and large enough and within walking distance

for the children is the essential.

A wooden cabinet 4'x5'x20", painted rosy red on the outside and sunshine yellow inside, is built to house the learning materials and equipment. There are never ceasing sounds of delight when the two wide doors swing open revealing the wonders inside: 500building blocks stacked by size; small wooden animals and people of Samoa; Polynesian-like cloth dolls, dressed in Samoan "puletasi" and "lava lava"; sea shells for doll dishes; fau bark for stringing seeds, flowers and shells for "ula" (necklace); crayons, paste, scissors, paper; printed photograph books of animals, people and village activities; percussion instruments - coconut shells and "pate" (hollowed stick drum); balls, both rubber and made from coconut fronds, "bean" bags filled with small shells; plus a wide variety of teacher collected materials for creative invention.

The Choice and Procurement of Learning Materials. A number of factors entered into the choice of learning materials - suitability, availability and cost. Many things important to children's learning were not available in Samoa; many things available stateside were not suitable for Samoan children's use; while some things that were both suitable and available were too costly for a limited budget. It is our belief that learning materials of great value can and should be made, whenever possible, in order that they can be duplicated with little cost by parents in the homes. It was necessary to import some articles, for example - scissors and crayons, but many of the basic learning materials were planned and made locally, which proved to be well worth the effort, for not only were they "right" for Samoan children, but the total cost was cut by thousands of dollars. A brief description of what was made and why, follows:

Building Blocks - Blocks could be purchased stateside, but the cost added to freight charges prompted us to search out ways of having them made locally. Around 70,000 unit blocks - 10" and 5" oblongs, 2½" squares and triangles - were cut from 2x3 inch lumber. As funds permit, round columns will be doweling - particularly useful as posts in building child-size "fales".

Wooden Figures - Miniature figures add imaginative dimension to block building and story telling, however, there were no commercial ones available that resembled Polynesians, while sets of animals contained many not found in Samoa, i.e. sheep, goats and "zoo" groups. Templates of a Samoan family and the most prevalent animals were made and over 2000 "stand-up" figures, ranging in height from one to six inches, were cut from 3/4 inch plywood. Each set consisted of a mother, father, brother, sister and baby and their animals - dogs, cats, pigs, chickens and an occasional horse.

Dolls - As dolls manufactured by stateside houses do not resemble Polynesian children, over 1000 fifteen inch washable dolls have been made from sturdy golden-tan colored cloth and stuffed with nylon stockings (factory rejects). Facial features were embroidered and hair was made from wool. A small group from the Samoan Women's Cultural Association sewed the first dolls and since then the teacher trainees have made their own. In this way, they can teach the village mother. The dolls are dressed in gay, removable cotton "lava lava" and "puletasi", the Samoan national dress.

Wooden Irons - To add to housekeeping play, some 200 wooden irons have been made.

Books - In order to talk about pictures in a book, children need to identify with the content and the illustrations. Since there were no Samoan picture books, six books have been printed on white index paper - a stock heavy enough to resist tearing. The photographs are of Samoan people, animals and village life. As funds permit, more books are planned. For example, boats, cars, airplanes and one of children in a Village Center.

Balls and Bean bags - In addition to a large rubber ball, balls are also woven from coconut fronds, and small pebbles or shells put in cloth bags for tossing (beans would sprout and are too valuable for food).

Beads for Stringing - Instead of buying wooden beads, indigenous materials were used - tifa and pua seeds, cowrie shells, flowers, discarded spools, etc.

Percussion Instruments - The Samoan people are full of rhythm and there is no problem in finding suitable local materials for instruments - half coconut shells; smoothed sticks, hollowed logs, metal cans, two stones, etc.

Paper - Some paper was purchased, but most of the paper is used mimeograph sheets, gathered from the various offices and trimmings from print shop.

Songs and Rhymes - These were all composed by the staff for the Talofa Tamaiti program.

Description of a Morning in a Village Center. A typical morning begins with the teacher getting the fale ready for the children. Out of the cabinet come materials to be arranged in inviting learning centers - spaced over the mat covered floor: the doll area, with clothes, pieces of cloth, a wooden iron, clam shell dishes, plastic bottle, etc.; and stringing area - with baskets (Samoan made) of tifa seeds (large, flat seeds that look like chocolate mints), round pua seeds, cowrie shells - all with

holes punched through for stringing on the fau bark strings nearby; and a large basket filled with hisbiscus and frangipani flowers - all to be made into "ula" (Samoan necklace, like lei); three more separated areas for drawing, crayons separated as to color, with a stack of paper, often held down by a smooth rock to keep from blowing away should the Trade Winds gust; baskets of scissors; of colorful discarded Christmas cards, of "beautiful junk" (small shells, leaves, bottle caps, etc.); and round balls of molding clay - each area with a stack of work "boards", made from the ends of cardboard boxes. Separated from the "artists" is a book area - photograph books of Samoan people, animals and village activities, stacked according to cover picture. Inside the cabinet and stacked on the shelves according to size and shape are all the building blocks (oblongs, squares and triangles) with small size wooden animals and people, boats and cars nearby. Also in one side of the cupboard are balls and percussion "instruments", plus innumerable objects collected by the teacher for particular planned lessons on size, shape, color, feel, sound taste etc.

With the "fale" ready, the teacher greets the children and parents at the door - if there is one, or by one of the posts of the fale. She knows each child by name and takes time to say something pleasant. The children run to the middle of the mat, with the parents sitting around the edge. Many children hold bunches of flowers, which they help arrange in a vase (usually the lower part of a gallon clorox bottle) - the teacher and children sit together on the mat talking about things they saw on the way from home or something that has happened, they sing a song or two, then usually engage in a special learning "game" the teacher has planned, and after this, the choice of "work activities" - blocks, dolls, etc.

After the children have made their choices, they scamper to the areas, knowing how to get what is needed and how to proceed. (This is demonstrated at the beginning of school, as each new material is introduced.) The teacher then moves quietly from group to group, or child to child, talking with them about what they are doing; listening to what they have to say about the buildings or designs they are making from blocks; the stories they may be telling using the wooden figure; or writing down on their drawings the words the children use in describing what they have drawn, or cut, or pasted. The child's name and the date goes on, with the child observing and the work is put up on the walls or posts for all to enjoy. These pictures are later assembled in "books" which are added to the book corner for all to look at and for that one child to know he has "also made a book". As a child finishes one activity and puts it away, he is free to move to another.

When the activity period has ended - and this lasts over an hour (the children are busy with self-selected/directed activities and their attention span is long) the teacher taps a "pate" (hollowed wooden drum) to let them know it is almost time to "put away". The children know where to put the materials, but the teacher is there to assist when necessary - it becomes a pleasant cooperating activity. The putting away is not considered a chore, but rather as part of the learning and fun - to see that each size block is with the other of that size - that the same books are stacked together, with the pictures right side up. The "putting away" adds built-in learning of ordering, classification, number, size, spacial relationship. When all looks the way the teacher and group decide is good, they sit together - usually for a story; or for looking at a particular book with the teacher; or for some special "learning game" she has planned - perhaps rolling a ball to a particular place or tossing it into a basket; walking a rope line placed on the floor; or separating objects as to likenesses and differences, etc. Sometimes a child will tell a story that he has thought out, often using the wooden animals and people. The end of the morning is spent in singing songs and saying rhymes - these are the ones composed for the children and are about the animals, the plants and village life of Samoa. They are sung with gusto and much rhythmic beat, then, with the music of a ukulele or only the percussion "instruments" (sticks, shells, stone), the children and teacher "siva" (dance) gaily. It is time to say goodby to children reluctant to leave.

SUMMARY

The growth of the Early Childhood Centers from none in January 1969 to 135 by January 1971 for some 3200 three, four and five-year-old children is objective evidence of the interest in the program. The staff has grown from the original two to twelve, with six more supervising teachers to be added. All the teachers and supervising teachers are Samoan and are drawn from non-professional ranks. The quality of their work is amazingly good and should give encouragement to other states or countries in considering the training of non-degree personnel. Possibly less than 5% have completed high school.

When the 40 centers opened in September 1969, it was necessary to schedule the older four and five-year-olds on Monday, Wednesday and Friday and the younger children on Tuesday and Thursday, in order to try to accommodate the number of children. Even so, the groups were too large for one teacher. When 45 more centers were added in March, 1970 to include more villages, it was still necessary to operate 45 of the 85 on a split week schedule. This is a very possible plan stateside,

but difficult of operation in American Samoa. The parents are used to sending the children "to school" five days a week, and no matter what was said, the children came. It is also difficult to refuse a crying child entrance into an open "fale" - what is more, it denies what we were striving to achieve - to have children want to go to school. Because of a most appreciated teacher-training grant it has been possible to add 50 more teachers and groups, in addition to some teacher-aides, beginning January 4, 1971. Even so there will still need to be a few split-session groups in the crowded bay area of Pago Pago.

The televised program, Talofa Tamaiti, continues twice each weekday, with a Saturday telecast added recently. In January 1971, the songs, rhymes and stories of Talofa Tamaiti will be broadcast over radio. The televised program is seen in Western Samoa, as well as all the Islands of American Samoa and the radio will extend over the South Pacific.

The most urgent need as we approach 1971 is construction of a central Early Childhood Center, where continuing in-service teacher training can be held for some 200 persons; where large groups can observe a master teacher working with a group of children, or particular techniques demonstrated for teaching children with hearing, sight, or other impairment; where the administrative staff can be accommodated; where the supervising teachers can conference each afternoon with the village teachers they have been with in the morning; where learning materials can be made; where radio programs can be taped etc.

The present space of less than 1000 square feet is too small for implementation of the program. The teacher training for 175 persons has been held this last ten weeks in the public park of Pago Pago, under most trying conditions. With 135 centers in the homes of the teachers, scattered throughout the villages of American Samoa, a central meeting place is necessary not only for administration and teacher training, but for building and retaining esprit de corps and a sense of belonging to the total education plan. There will be need for continuing teacher education for years to come.

The program has remained viable to date only by exercising the most stringent economy. The cost per child now averages about $60 per year, as compared to over $1000 stateside. The amount of $100 per year would not be excessive and would permit a better wage for the teachers as well as more learning materials and equipment for the children.

Plans are underway to work cooperatively with the Public Health Division of the Department of Medical Services of American Samoa, to screen all the children in the centers for hearing, eyesight and all other areas where there might be some physical handicap.

In the long view ahead, the Village Early Childhood Centers could emerge as true Parent-Child and Community Centers, not only for the little children, but where all might come at scheduled times throughout the day for recreation, or continuing education in health, nutrition, arts, crafts, making of play equipment etc.

A last thought. If man can be sent to the moon, then surely someone can make a nourishing, good tasting cookie, packed full of protein, calcium and vitamins and requiring no refrigeration.
Our population needs it!

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BRIEF VITA: Betty Barker Kendall Johnston

EDUCATIONAL BACKGROUND - (Degrees and Advanced Study)

B.S. - Iowa State University, Child Development and Art, 1929
M.S. - Iowa State University, Child Development and Genetics, 1930
Ed.D.- University of California, Los Angeles, 1964
Early Childhood Education and Supervision, Curriculum and Administration of Elementary, Secondary, Higher Education

Merill-Palmer Institute, Detroit, Michigan, Fellowship Child Development, 1929
Teacher's College, Columbia University, N. Y., Fellowship Early Childhood 1933
Bank Street College, N. Y., Fellowship Early Childhood Education, 1934
Teacher's College, Columbia University, Early Childhood Education, Elementary Curriculum, Supervision of Student Teaching, 1950

PROFESSIONAL BACKGROUND

Government of American Samoa, Early Childhood Education, 1967-Present
University of Arizona, Tucson, Associate Professor of Education, 1961-67
Head Start, Training Program, University of Arizona, 1965-66
Head Start, Regional Consultant, San Francisco Office 1965-67
University of California, Los Angeles, Lecturer, Early Childhood, 1958-60
United Nations, New York, New York, 1952-54
Educational Advisor to United Nations International School
United Nations Sub-Committee on Education
Adelphi University, Garden City, L. I., New York 1947-54
Director, Campus School, Preschool-Primary, 1947-50
Assistant Professor, Early Childhood Education, 1950-54
New York State Adult Education, (Parent Education) 1947-54
Dalton School, New York, New York, Teacher, Pre-school, Primary 1934-41
Teacher's College, Columbia University, New York, Child Development Institute Lois Meek Stolz, Director, Teaching/Research - 1933-34
Mississippi State Teachers' College, Director, Child Development, 1931-33.

PROFESSIONAL AFFILIATIONS

Organisation Mondiale Pour L'Education Prescolaire
(Southwest Regional Representative for United States, 1964-67
National Committee, Day Care of children, (Board Member, 1964-67)
Association for Childhood Educational International, (Editorial Board 1964-65)
National Association for the Education of Young Children
Association for Supervision and Curriculum Development
International Reading Association

HONORARY ORGANIZATIONS

Sigma Alpha Iota (Music)

Delta Phi Delta (Art)

Pi Lambda Theta (Scholarship)

Phi Upsilon Omicron (Scholarship)

Delta Kappa Gamma (Teaching)

BRIEF VITA: Iutita Tavai Savali

EDUCATION:

Diploma Samoana High School, American Samoa 1952

Feleti Teaching Certificate 1952

Fellowship, Punahou and Kamehameha, Honolulu, Hawaii 1955-56

National College of Education, Evanston, Illinois - B.E. 1961-65
4 yr. degree - major, Early Childhood Education

PROFESSIONAL EXPERIENCE:

Government of American Samoa, Department of Education 1967-Present
Early Childhood Division, Assistant Director

Leone and Pago Pago Consolidated School, American Samoa 1965-67
Assistant Principal and Curriculum Director

Feleti Teacher Training, American Samoa 1959-61
Principal and Demonstration Teacher
Six week Training/Demonstration Teaching each vacation period for First and Second Grade Teachers

Teacher, Feleti Demonstration School, American Samoa 1956-59

Punahou and Kamehameha, Honolulu, Hawaii, (Barstow Foundation) 1955-56
Observation and Participation in total Elementary School

Leone, American Samoa - Elementary Teacher and Village Supervisor
1952-55